

IEATP II: Evaluation of Administrators



Module 2:
Continuing the Journey
September 9, 2009



Iowa Evaluator Approval Program II : Evaluation of Administrators.

► Survey Priorities

- Knowledge, skills and application of the Iowa Standards for Leachers
- Coaching skills to enhance administrators' skills as instructional leaders
- Models of principal evaluation processes
- Research and application of behaviors of leaders that increase student achievement
- Alignment with Iowa Professional Development Model



Outcomes for Participants

- ▶ Demonstrate knowledge of the Iowa Standards for School leaders, including criteria and description
- ▶ Practice coaching skills, including supporting/facilitative, directive/instructional and collaborative
- ▶ Evaluate an administrator, providing appropriate feedback and support
- ▶ Develop an individual professional development plan in collaboration with the administrator



Expectations for Participants

- ▶ Attend all sessions.
- ▶ Reflect individually and as a team member on best practices in leadership and evaluation.
- ▶ Actively participate in all learning opportunities within the learning modules.
- ▶ Complete assignments between module sessions.
- ▶ Have a positive attitude.



What will your trainer do for you?

- ▶ Coach throughout training process.
- ▶ Provide support and feedback to participants throughout training process
- ▶ Provide individual support as needed.
- ▶ Determine through assessments the levels of knowledge and skills of participants for certification purposes.
- ▶ Hold individuals accountable for attendance, participation, and assignments.



By the end of Module 2, participants will be able to:

- ▶ Identify the six standards for school leaders in Iowa
- ▶ Begin to determine observable behaviors and a body of evidence for the criteria of the Iowa Standards



Our Norms for Today



- ▶ **S**hare experiences to enrich others.
- ▶ **A**sk questions.
- ▶ **L**earn by doing.
- ▶ **S**et aside any preconceived notions about Iowa Evaluator Approval Training Program II: Evaluation of Administrators
- ▶ **A**pply to your own work.

Think S-A-L-S-A!

Adapted from *Training Manual for Assessing Impact: Evaluating Staff Development* by Joellen Killion, ©2003



Parking Lot (Questions, Issues, Concerns)



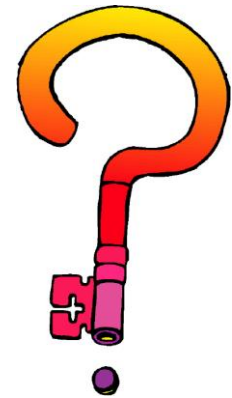


Iowa Evaluator Approval Training

Program II: Evaluation of Administrators

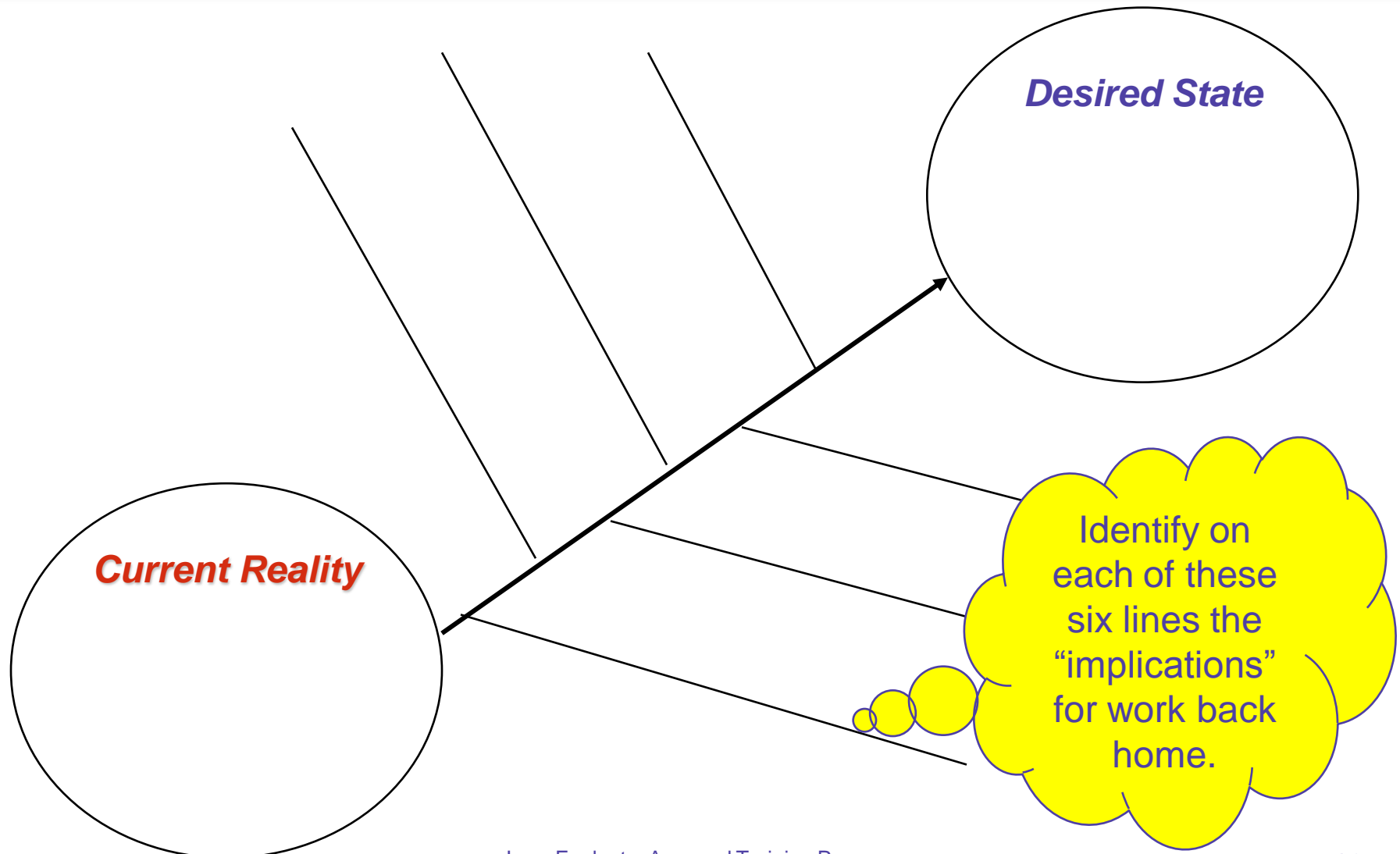
► This module's work strives to answer the question:

► “What are best practices of effective principals in demonstrating the Iowa Standards for School Leaders?”





Gap Analysis: Review of Tool and Its Implications for Change





Turn to a Colleague

- ▶ What new idea(s) or insight(s) did you gain from your conversations?



Iowa Standards For School Leaders

- ▶ The Board of Educational Examiners, the State Board of Education, the Iowa Department of Education and School Administrators of Iowa have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building principals and other administrators.
- ▶ Administrators from across the state of Iowa have collaborated on the development of the criteria and descriptors for the Iowa Standards for School Leaders.
- ▶ The legislators of Iowa...



The Law as it Pertains to Administrative Evaluation: July, 2007

- ▶ Initial license earned for one year (with possible one-year extension if the district believes the administrator is progressing toward competence in the Standards). The Board of Educational Examiners (BOEE) would then issue a one-year extension of the initial license.
- ▶ To get a standard license, the administrator must
 - » Complete mentoring and induction program
 - » Demonstrate competence in the administrative standards through a summative evaluation
- ▶ Administrators with a standard license shall develop an individual professional development plan with monitoring and annual review by their evaluator in a formative process.
- ▶ Administrators with a standard license will have a summative evaluation at least every three years to assist the administrator in making continuous improvement, to document continued competence in the Standards, and to determine if the administrator's practice meets school district expectations.



Fly High!

- ▶ How many of you can quickly identify the Iowa Standards for School Leaders?
- ▶ How many of you have used the Iowa Standards for School Leaders to evaluate other administrators?
- ▶ How many of you have been evaluated by the Iowa Standards for School Leaders?
- ▶ How many of you can identify observable behaviors at three levels – exemplary, proficient, and unsatisfactory?



The Iowa Standards for School Leaders

Take a few moments to look at the Six Standards for School Leaders...

- ▶ Standard 1 says...
- ▶ Standard 2 says...
- ▶ Standard 3 says...
- ▶ Standard 4 says...
- ▶ Standard 5 says...
- ▶ Standard 6 says...



Activity

- ▶ 1. Review the six Iowa Standards for School Leaders.
- ▶ 2. Choose a key word or phrase to describe each standard.
- ▶ 3. Create a cueing system for remembering the standards (e.g. mnemonic, sentence, graphic)
- ▶ 4. Check with other table members and share ideas.



Taking a Closer Look

- ❑ Let's look closer at Standard 4 *“An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.”* (Family and Community)
- ❑ There are four criteria that are associated with Standard 4.



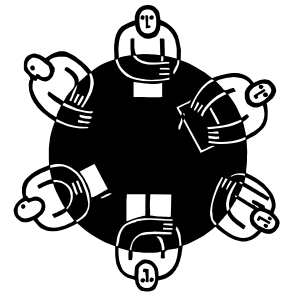
Vignette for Standard 4

- ▶ Read the vignette for Standard 4.
- ▶ Identify exemplary actions of the administrators as well as proficient actions.
- ▶ Identify “red flags” for which you would want to provide immediate coaching and a career development plan.



Vignette for Standard 4

- ▶ Share actions from the vignette for Standard 4 – and tie them to the criteria.
- ▶▶ Identify exemplary actions of principals as well as proficient actions.
- ▶▶ Identify ‘red flags’ for which you want to provide immediate coaching and a career development plan.





Standard 1: Shared Vision

- ▶ Review Standard 1 (Shared Vision) from handout.
- ▶ Look at the six associated criteria for Standard 1.



Vignette for Standard 1

- ▶ Read the vignette for Standard 1.
- ▶ Identify exemplary actions of the administrators as well as proficient actions.
- ▶ Identify “red flags” for which you would want to provide immediate coaching

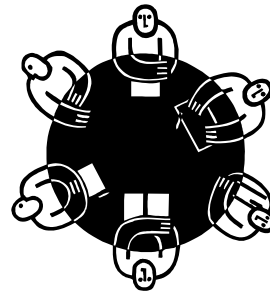




How Does Standard One Look?

- ▶ Share actions from the vignette for Standard 1— and tie them each of the criteria

- Proficient:
- Exemplary:
- Red Flag:





Your work back home....

- ▶ For the remaining assigned standards, identify at least TWO examples of observable behavior/body of evidence for proficient, exemplary and for unsatisfactory/red flag.
 - ▶ Standard 2 – Criteria a-e...A-E last name
 - ▶ Standard 2 – Criteria f-k...F-J last name
 - ▶ Standard 3 – K-O last name
 - ▶ Standard 5 – P-T last name
 - ▶ Standard 6 – U-Z last name



Your work back home....

- Plus, reflect on at least two other standards by two other writers.
- Post your assigned standard AND two reflections on Wiki.





Ticket Out the Door – Closure

3-2-1

- ▶ **Complete the Feedback for Module 2 and leave in the center of the table.**
- ▶ ***Share with a colleague***
 - ▶ ***3 things that you heard today that validated or challenged your current practice/beliefs.***
 - ▶ ***2 key things you are learning.***
 - ▶ ***1 area that you want to know more about as you get ready for the next training session. (Note the one area on a sticky note and place on the door as you leave.)***





For Additional Information:

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